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ABSTRACT

This booklet introduces Project Prepare, a competency-based model for inservice or preservice personnel preparation in early childhood special education. Each of the nine Project Prepare modules focuses upon a cluster of competencies (knowledge, skills, and attitudes/values) needed by personnel working with young children who have disabilities. The project is based on principles of developmentally appropriate practice, exceptionality appropriate practice, support of integration, promotion of parent and professional collaboration, and the value of diversity. The modules stress flexibility, with alternative materials for use with either direct service staff, administrators, or general audiences. Additionally, the modules lend themselves to adaptability to different time requirements and different training formats (small/large group, individual study, single session/multiple sessions). Each module may be used independently of the others. After introductory materials, charts summarize module contents in terms of audiences and competency objectives. Abstracts and lists of goals are also provided for the modules, which cover: (1) assessment, (2) family collaboration, (3) the Individualized Education Program, (4) integration, (5) managing behaviors, (6) planning, (7) the role of play, (8) technology, and (9) transition. A final section describes the development of Project Prepare, and an appendix lists people involved in its development as well as Ohio regional resource centers. (DB)

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PROJECT PREPARE

ED 363 054

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Competency-Based Personnel Preparation in Early Childhood Education

2

MODEL FOR COMPETENCY-BASED PERSONNEL PREPARATION IN EARLY CHILDHOOD EDUCATION

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Model For Competency-Based Personnel Preparation in Early Childhood Education

The set of nine competency-based **PROJECT PREPARE** modules, described herein, was developed through a grant funded by The Ohio Department of Education, Division of Early Childhood Education to the Cuyahoga Special Education Service Center.

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SUPERINTENDENT OF
PUBLIC INSTRUCTION

Decade of
EDUCATIONAL
PROGRESS
1990 ★ 2000

IRENE BANDY-HEDDEN
ASSISTANT SUPERINTENDENT
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Dear Educators:

There is, perhaps, no more important issue to address in the field of early childhood education than the professional development of those individuals who work in this field. The results of numerous studies that have been conducted to assess the quality of programs currently available to our nation's young children and their families suggest that the training and quality of staff are critical determinants to quality programming.

In the area of early childhood special education, professional training needs are also recognized as paramount. The number of preschool programs for children with disabilities has grown rapidly in Ohio, thus creating a dramatic increase in the number of trained professionals needed to meet the resulting human resource demands. The training needs of this cadre of teachers, as well as other service personnel who face this challenge, is the focus of *Project Prepare*.

This series of nine competency-based training modules is the result of a commitment on the part of many individuals in the state of Ohio to quality services for young children. Their dedicated efforts are to be commended. *Project Prepare* reflects widely accepted principles of sound early childhood theory and practice; reflecting what we know about the development of all young children, and what we know about the development of young children who have special needs. We hope that these materials assist you in your efforts to provide quality early childhood education programs for all of Ohio's young children.

Sincerely,

Irene Bandy-Hedden
Assistant Superintendent of Public Instruction

Ted Sanders
Superintendent of Public Instruction

TABLE OF CONTENTS

Consistency/Finalization Task Force 4

Reactor Panel 4

Technical Staff 4

Acknowledgement 4

Module Development Teams 5

What Is PROJECT PREPARE? 7

What Are The Philosophical Premises of PROJECT PREPARE? 8

How Do You Use PROJECT PREPARE? 9

Who Is Qualified To Use The Modules? 10

Where Can You Find PROJECT PREPARE Modules? 11

What Is The Overall Content of the PROJECT PREPARE Modules? 13-14

Module Abstracts and Goals 15-23

How Has PROJECT PREPARE Evolved? 25-26

Appendix 29-34

Ohio Early Childhood Special Education
Higher Education Consortium

PROJECT PREPARE Teams

Special Education Regional Resource Centers

Kids playing on the playground

FOREWORD

This booklet has been prepared to introduce you to **PROJECT PREPARE,** nine modules for competency-based personnel preparation in early childhood education that were developed as a result of a commitment on the part of many professionals in the State of Ohio; a commitment to quality services for young children with special needs as well as those who are typically developing. A need was established for competency-based early childhood personnel training that reflected a commitment to: (1) the integration of children with disabilities and those who are typically developing; (2) developmentally appropriate practice; (3) providing services that value and are sensitive to all diversity in a multicultural, pluralistic society; and (4) effective collaboration between parents and professionals.

The immediate need for a large cadre of well-prepared personnel sensitive to the needs of young children with disabilities was recognized by leadership in the Ohio Department of Education. With the establishment of the Division of Early Childhood Education a forceful position was taken on behalf of all young children. Funding was then made available to Cuyahoga Special Education Service Center for research and development in personnel preparation.

We gratefully acknowledge Dr. Irene Bandy-Hedden, Assistant Superintendent of the Ohio Department of Education and Dr. Jane Wiechel, Director of the Division of Early Childhood Education for the role they each played in creating the atmosphere and the arena in which **PROJECT PREPARE** was conceived and implemented. The contribution of Dr. Karen Sanders has been invaluable. Her support, guidance, and attention to detail has strengthened us and enabled us to ensure quality and consistency to the final products of **PROJECT PREPARE.**

A special note of gratitude to the Special Education Regional Resource Service Centers, without whose membership and continued abiding interest in total quality staff development, **PROJECT PREPARE** would not have been possible. To all those who provided wisdom in this endeavor, gave an extra hand when it was needed, shared in our frustrations, and laughed with us in our moments of joy, we extend our deepest thanks and gratitude.

We wish to thank the members of the Steering Committee and the Consistency Task Force. Their feedback and endless hours of review supplied input to the process of refining the modules. The professionals on the Reactor Panel contributed insightful feedback during the early stages of model development that enhanced the content and format of the modules. The technical staff, whose dependable assistance was a critical component of our working team provided the day-to-day nitty gritty backup assistance necessary to a quality finished product. Most of all, we would like to thank each member of the Module Development Teams who conceived, delivered, nurtured, and raised the "child" whose name is **PROJECT PREPARE.** We offer up this fully functioning child for adoption to you. We look forward to working with you in the true spirit of collaboration. As servants of the collective vision for quality education for all young children, we view the **PROJECT PREPARE** modules as dynamic (not static). We hope you will locate them, use them, critique them, and change them to meet your personnel preparation needs.

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ACKNOWLEDGEMENT

We would like to thank the children and their teachers, JoAnn Gordon, Holly Munoz, Jane Safford, Martha Vantusko, in the Kindergarten classes at Sunbeam Elementary School, Cleveland, Ohio, for preparing the beautiful drawings displayed throughout this booklet. They bring to life the true spirit of Early Childhood Education.

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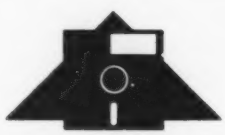

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WHAT IS PROJECT PREPARE?

PROJECT PREPARE is a systematic, competency-based model for personnel preparation in Early Childhood Special Education. While the model itself was developed primarily to address in-service training needs, the project materials can also be used in preservice preparation. A comprehensive approach to supervision and collaboration with families, in addition to training, is currently being developed as a component of the model.

Each of the nine **PROJECT PREPARE** modules focuses upon a cluster of competencies — **knowledge, skills, and attitudes/values** — needed by personnel working with young children who have disabilities. The series of topics includes:

- **Assessment**
- **Managing Behavior**
- **Family Collaboration**
- **IEP**
- **Integration**
- **Planning**
- **P.L.A.Y.**
- **Transition**
- **Technology**

Flexibility, an important characteristic of the modules, is achieved through:

- Alternative materials/activities for a variety of participants
  - **Direct Service Staff**
  - **Administrators**
  - **General Audiences**
- Adaptability to different **time** requirements
- Opportunities for **local** emphasis
- Opportunity for **leader expertise**
- Adaptability to different **training formats** (small/large group, individual study, single-session/multiple session)

Each **PROJECT PREPARE** module may be used independently of the others and there is no preferred sequence of module topics for in-service training.

Currently the Ohio Department of Education, Division of Early Childhood Education is supporting the development of a systematic process that allows teams of supervisors and teachers to work together to link **PROJECT PREPARE training to improved performance.** Menus are being designed to enable teams to:

- select desired **teacher and student** performance
- identify **matched PROJECT PREPARE training activities**
- identify **follow-up measures** to determine whether desired effects were achieved

WHAT ARE THE PHILOSOPHICAL PREMISES OF PROJECT PREPARE?

There are five philosophical premises that are common themes that run throughout the materials and binds them together as a series. The philosophy of **PROJECT PREPARE** ensures that each of the modules:

1. Reflects **Developmentally Appropriate Practice**
2. Reflects **Exceptionality Appropriate Practice**
3. Supports **Integration**
4. Promotes **Parent and Professional Collaboration**
5. Demonstrates **Respect for and Valuing of Diversity**

My Family

HOW DO YOU USE PROJECT PREPARE?

For *in-service training*

This is the primary purpose of the modules. In-service leaders may select objectives for their training from a matrix of competencies, goals, and objectives. They may then identify matching activities that will enable them to accomplish their training objectives. The modules include all materials required to conduct recommended in-service activities (e.g. handouts, worksheets, transparency masters, leaders notes, etc.). A general leaders guide to training plus evaluation forms are also provided.

My favorite animals

For college or university *preservice training*

Although the training activities and materials were designed for providing in-service training, they can easily be adapted for use in college and university coursework relating to the module topics. **PROJECT PREPARE** activities, transparencies, handouts, and worksheets can be used to supplement and enhance structured course readings and lectures.

Myself

For *self-study* or as a *reference*

Finally, the modules can be used to gain information and skills through a self-study approach or as a reference source. Those who are interested can read materials such as handouts and actually work through many of the suggested in-service activities on an individual basis. They can also follow-up by seeking additional reference materials suggested for more information on specific topics.

WHO IS QUALIFIED TO USE THE MODULES?

To provide *in-service and preservice training*

Any **professional** who has a basic knowledge of 1) best practice in early childhood education, and 2) quality services for young children with disabilities would be able to use the modules to plan and provide in-service training. This may include:

- School or Program Directors
- Teachers
- Supervisors
- SERRC Personnel
- College Professors
- Others who meet the specified criteria

To use for *self-study* or as a *reference*

- Teachers
- Parents
- College Students
- Any one interested in gaining more information regarding quality services for young children

Special Note on Certification

Certification in the use of the **PROJECT PREPARE** modules can be attained when an individual conducts nine separate training sessions using the entire module series, or attends one workshop and conducts eight training sessions. Additional information on certification and a list of certified professionals are available through Cuyahoga Special Education Service Center and the Ohio Department of Education, Division of Early Childhood Education.

The following list of professionals have achieved **PROJECT PREPARE** Certification prior to the printing of this document.

Ann Bowdish
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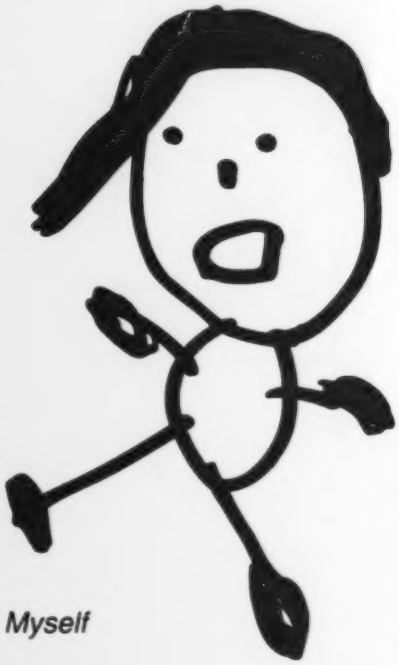
Barb Conrad
Gretchen Estreicher
Deborah Goodwin
Ann Gradisher
Marlene Graf
Doris Johanson
Carol Lepi
Beth Lynch
Dawn Michals
Susan Miller
Kay Van Niel
Sally Pisarchick
Philip Safford
Jan Schueler
Judy Stahlman
Karen Wolf

Myself

WHERE CAN YOU FIND PROJECT PREPARE MODULES?



Myself

Ohio's Special Education Regional Resource Centers (SERRCs)

Several copies of the module series have been placed in each of Ohio's 16 Special Education Regional Resource Centers. Copies of the modules may be borrowed from these facilities. A complete listing of the SERRCs and their locations is provided at the end of this document.

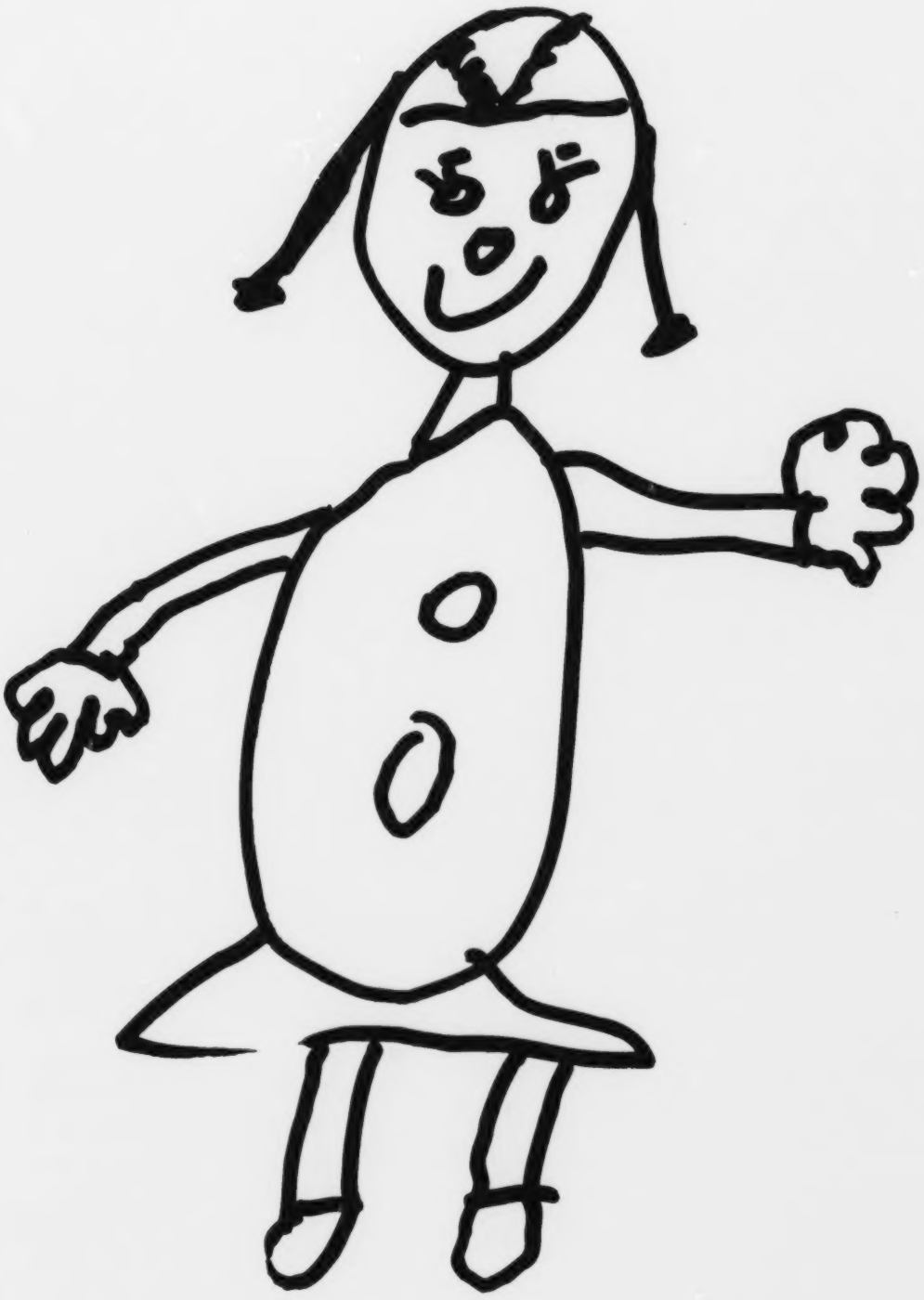
Ohio's Colleges and Universities

Each of Ohio's colleges and universities that is a member of the **Ohio Early Childhood Special Education Higher Education Consortium** also has a copy of the series. (See listing on page 31.) Interested individuals may contact the Early Childhood Special Education Program faculty at any of these institutions to find out whether the modules may be borrowed.

My house

Additional Sets

Additional sets have been distributed to all professionals and agencies involved in the development of the modules. Loan of these materials **may** be considered on an individual basis.



Myself

WHAT IS THE OVERALL CONTENT OF THE PROJECT PREPARE MODULES?

Each of the **PROJECT PREPARE** modules, described in the following pages, consists of three sections to meet the diverse needs of potential audiences: **General (e.g., parents, community groups); Staff (e.g., teachers, therapists); Administrator (e.g., building principals, program directors).**

The sections are further divided into **goals** which focus on one of the **three competency types: Skill, Knowledge, Attitude/Value**

Objectives, consistent with the goals and competency types and are displayed in a matrix format as shown below:

Integration

Goal #2: Know the Legal and Ethical Basis For Preschool Integration

Audience

	GENERAL	STAFF	ADMINISTRATOR
COMPETENCY COMPONENT	Understand the legal and ethical basis for including children with disabilities in typical preschool progrtams.	Understand the legal and ethical basis for including children with disabilities in typical preschool progrtams.	Understand the legal and ethical basis for including children with disabilities in typical preschool progrtams.
KNOWLEDGE OBJECTIVES	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs and the ethical issues related to this inclusion.
SKILL OBJECTIVES	Participants will explain from an ethical perspective, why children with disabilities should participate in typical preschool programs.	Participants will list "supplemental services" which might be necessary to enhance the participation of children with disabilities in typical programs.	Participants will synthesize legal requirements and ethical considerations related to inclusion by predicting the outcome of cases for specific children.
ATTITUDE/VALUE OBJECTIVES	Participants will list potential benefits of inclusion for children, families, and teachers.	Participants will give personal opinions of potential benefits of including children with disabilities in typical programs and means to make this inclusion possible.	Participant will generalize a philosophy statement to guide a school system in the direction of inclusion

Activity tables are provided for each objective. They include: enabling activities, resources for use in conducting these activities, and leader notes.

The provision of camera-ready originals for handouts and transparencies, and the inclusion of leader reference sheets, enhances the "user-friendliness" of the modules. The following example of an activity table from one of the modules is representative of this plan of organization and illustrates how resources and notes are linked to activities.

Family Collaboration

LEVEL: STAFF
GOAL: #1 Understanding/develop working relationships between parents and professionals
COMPETENCY TYPE: KNOWLEDGE
OBJECTIVE: Participants will have knowledge of intra/interpersonal skills.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Introduction:"Hat Trick" Provide opportunity for individuals to experience intrapersonal communication	1. Leaders Directions (S-L1) "Hat Trick"	1. Speaker will discuss with audience "Hat Trick" observations. Discuss how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) also influence communication.
2. Large group activity Introduce and define intrapersonal/ interpersonal factors and how the affect communication skills.	2. Transparency/Handout (S-T1) *The Communication Model*	2. Lead the group in a discussion of the importance of learning about one's self before interacting with others.
3. Small group activity Provide opportunity for group to explore interactive group activities.	3. Handout (S-H1) *NASA Consensus Exercise* Transparency/Handout (S-T2) *Guidelines for Implementing Parent Programs*	3. Divide into small groups Complete *NASA Consensus Exercise.* Discuss roles each person took as a result of this experience (I.E., leader, compromiser, etc.). Discuss how intrapersonal and interpersonal factors can affect implementation of parent programs. Note importance of sensitivity to different cultural values.

Enabling Activities — This column lists the recommended activities that will lead to the accomplishments of the objectives.

Resources — The materials listed in this column are those needed to complete the recommended activities.

Leader Notes — Special recommendations to the in-service leader on conducting the suggested activities are provided in this column.

MODULE ABSTRACTS AND GOALS

ASSESSMENT

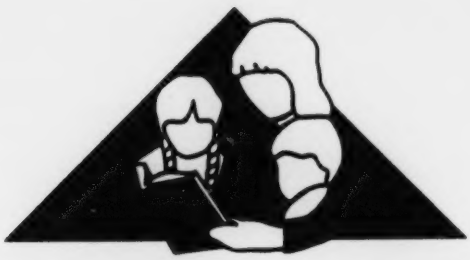
Abstract

The purpose of the Assessment module is to introduce the participants to assessment concepts involving the evaluation of preschoolers.

The module components are: Legal Mandates, Implementation of the Assessment Team Process, Assessment Instruments, Systematic Observation, Summarizing and Sharing Assessment Results.

Goals

1. Understand state and federal mandates relating to the assessment of young children
2. Be able to implement the assessment team process
3. Understand the basic procedure involved with assessing young children
4. Recognize the variety of assessment instruments available to assess young children
5. Understand the use of systematic observation in assessing young children
6. Understand variables related to summarizing and sharing assessment results



FAMILY COLLABORATION

Abstract

Family Collaboration reflects a family-centered approach which supports the premise that professionals are there to assist families in a way that increases their ability to utilize resources. The professional is viewed as a resource person who not only believes that families have the right to determine the course of their development, but also acknowledges family strengths and builds on them.

The module has established five components: Parents and professionals working relationships, Family strengths and needs, A supportive learning environment within the home setting, Respect for family diversity and collaborative planning, Family empowerment for identifying and accessing appropriate related services.

Goals

1. Understand and develop working relationships between parents and professionals
2. Understand family dynamics
3. Be able to facilitate family establishment of a home environment that supports learning in young children
4. Identify available programs, related services, and resources that support the needs of children and families
5. Be able to empower families to access available programs, related services, and resources that support the needs of children and families

IEP

Abstract

The IEP module provides families, educators, and administrators with fundamental information that will assist in the development of an educational plan that is appropriate for the individual needs of the young child with disabilities. Terms are defined and the process of developing an IEP for young children with disabilities is explained, together with the range of services that might be provided. Key considerations in IEP development include: being responsive to the child's primary needs; ensuring the continuity of services; minimizing disruption to the child's educational program; and fulfilling the legal requirements of I.D.E.A. The enabling activities of the IEP module are designed to build a knowledge base of developmentally appropriate practices, as well as to demonstrate skills necessary to write an appropriate IEP.

There are five module components: IEP definition and purpose, State and federal regulations, IEP as one component of a comprehensive service delivery system, Integrated IEPs, Various IEP formats.

Goals

1. State the definition and understand the purpose of an IEP
2. Understand state and federal regulations in regard to the IEP
3. Recognize that the IEP is one component of a comprehensive service delivery system
4. Recognize the importance of an integrated IEP
5. Understand various IEP formats appropriate for young children

INTEGRATION

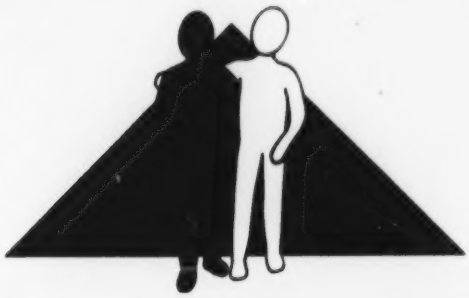
Abstract

The Integration module is designed to provide personnel with fundamental information to support and discuss preschool integration as an effective means to educate infants and young children, including children with special needs. The activities are planned to familiarize personnel with what constitutes preschool integration, why preschool integration should be provided, and how preschool integration may be accomplished.

There are five module components: Operational definition of preschool integration and the impact of integration, Legal and ethical bases for preschool integration, Efficacy of preschool integration, Strategies for developing a plan to implement preschool integration, Model programs providing integrated service.

Goals

1. Define preschool integration and become aware of its impact
2. Know the legal and ethical bases for preschool integration
3. Recognize that preschool integration is an effective means to provide education to infants and young children, including children with special needs
4. Develop a plan to provide integrated services by using existing resources, modifying current techniques, and creating strategies to meet emerging needs
5. Become familiar with model programs providing integrated service



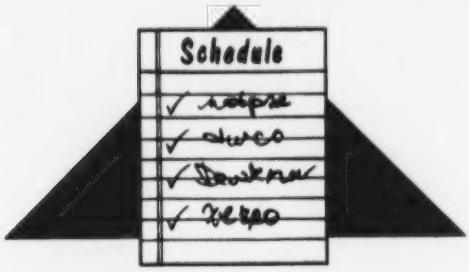
MANAGING BEHAVIORS

Abstract

The Managing Behaviors module is designed to provide users with fundamental knowledge, skill, and attitude/value on facilitating the development of self-control in young children. It is based on the philosophy that purposeful planning and implementation of sound, developmentally appropriate theory and practice is a foundation for preschoolers' success. The module's activities are designed to familiarize personnel and parents with these and other issues relating to children's self control. Four issues are addressed within this module: The concept of developmentally appropriate practice and its relationship to the development of self-control in preschoolers, Preschool environmental factors that facilitate the development of self-control, Preventative approaches, Additional resources for managing behavior.

Goals

1. Understand the concept of developmentally appropriate practice as it relates to the development of self-control in young children
2. Become familiar with environmental factors that can contribute to the development of self-control in young children
3. Understand the use of "preventative strategies" to support positive skill development in the areas of social competence, self-esteem, and communication for young children
4. Understand when and how to seek additional resources for assistance with children's inappropriate behaviors
5. Be able to use a developmentally appropriate approach to structure the environment and to design child change programs that support the development of self-control for children



PLANNING

Abstract

The Planning module focuses on various aspects of planning for preschool programs. The materials are designed to assist participants to plan, implement, and evaluate an appropriate program which includes children with disabilities. There are six module components:. Program philosophy. Curriculum. Environment. Interactions among children and adults. Data collection and record keeping. Program evaluation.

Goals

1. Understand the importance of an established preschool philosophy in guiding a developmentally and exceptionality appropriate program
2. Define developmentally and exceptionality appropriate curriculum and recognize the implications for best practice
3. Define environment as it applies to a developmentally and exceptionality appropriate preschool program
4. Understand the value of interpersonal interactions in the optimum development of young children
5. Identify necessary data collection and record keeping information
6. Recognize the importance of a systematic program evaluation for providing quality preschool services

P.L.A.Y.

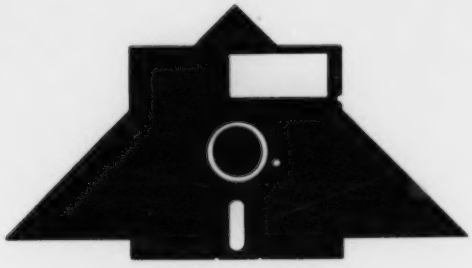
Abstract

The P.L.A.Y. module focuses on the importance of play and learning in preschool programs. The goals and objectives of the P.L.A.Y. module reflect the philosophy that: 1) play is the keystone of preschool instruction 2) children learn best through meaningful play 3) children's learning should be encouraged through selected play activities that are appropriate for each child's age and interests, and 4) adults serve as facilitators to guide children in their interactions with the varied learning opportunities. The materials and activities provided in P.L.A.Y. encourage participants to create and maintain an environment to foster the dignity and self-esteem of the child, parents, staff, and members of the community.

The four module components are: Developmentally appropriate practice and the characteristics of play in young children, Significance of play in the development of young children, Correlation between play and learning related activities, Teaching techniques associated with play.

Goals

1. Recognize the characteristics of play in young children and their relationship to developmentally appropriate practice
2. Comprehend the significance of play in the development of young children
3. Understand the correlation between play and learning related activities
4. Become familiar with relevant teaching techniques associated with play



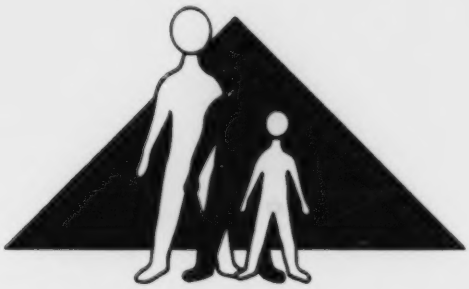
TECHNOLOGY

Abstract

The Technology module supports knowledge, skill and attitude/value training for general audiences, staff, and administrators on the critical need to use assistive technology within Early Childhood Special Education (ECSE) programs. The module is designed to provide an introductory experience in various areas of Technology including: Assistive technology and curricular strategies, Switch applications and strategies to promote independence, Basic use of computers and peripherals, Applications of computers and peripherals and strategies within the ECSE curriculum, Augmentative and alternative communication (AAC) systems, Funding for assistive technology devices and services.

Goals

1. Become familiar with assistive technology and its integral role within curricular strategies for young children with disabilities
2. Become familiar with switch application as a means for allowing young children with disabilities greater independence, control, and participation
3. Become familiar with the basic use of computers and peripherals with young children with special needs
4. Explore how the application of computers and peripherals can be successfully integrated within a curriculum for young children with special needs
5. Become familiar with augmentative and alternative communication (AAC) systems as a means of meeting the needs of young children with severe communication difficulties
6. Become familiar with ways to obtain funding for assistive technology devices and services



TRANSITION

Abstract

The Transition module addresses procedures and guidelines to facilitate the transition of young children, especially those with disabilities, from one environment to the next. Competency components, objectives, and enabling activities are provided as a means to assist participants to gain information on the following components: Operational definition and implications of transition, Transition as a practice and a process in Early Childhood and Early Childhood Special Education, Model transition programs, Best practice in transition

Goals

1. Understand the concept of transition and its implications for young children, their families, and early childhood programs
2. Know the practice of transition planning for all young children and the specific requirements that apply to young children with disabilities
3. Understand transition planning as a process to match the current needs of a child with the next environment or school and program setting
4. Be familiar with model practices and processes in transition planning
5. Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services

HOW HAS PROJECT PREPARE EVOLVED?

PHASE 1: Early Childhood Special Education (ECSE) Personnel Preparation Model Development

The **PROJECT PREPARE** team conducted a comprehensive review on personnel preparation in early childhood special education and related fields, and reviewed policies and practices in Ohio and other states, as well as information gathered by the Ohio Department of Mental Retardation & Developmental Disabilities concerning Early Intervention certification.

The Ohio ECSE Personnel Preparation Model that was developed delineated roles and competencies of ECSE personnel, competencies required by those roles, sources of potential ECSE personnel, contributing and related disciplines as well as other sources of input, differential and common training needs of individuals with diverse backgrounds (in Early Childhood or in Special Education) and considered preservice, in-service, and continuing education needs of ECSE personnel.

PHASE 2: ECSE Personnel Preparation Model Field Testing

The **PROJECT PREPARE** team conducted a content validation of identified ECSE competencies and surveyed diverse audiences concerning perceived importance of and need for each competency. The groups included: Ohio ECSE teachers (who were also asked to indicate their own perceived level of present competence with respect to each, and also to rate their importance for supervisors); Ohio ECSE administrators and supervisors (who were also asked to project personnel needs in their regions of the State); HCEEP Outreach-phase Project Coordinators; and Ohio teacher educators in Institutions of Higher Education (IHEs). Competencies were then grouped in competency clusters.

Other model elements were field-tested through successive ECSE Summer Training Institutes. Variables of concerns included: 1) common/ differential entry knowledge, skills, attitudes, and values of participants with previous backgrounds in Early Childhood and in Special Education; 2) comparative gains in knowledge, skills, attitudes, and values of different trainee groups; 3) performance and perceived value of supervised practicum experiences in conjunction with didactic preparation; 4) interdisciplinary team structures for ECSE training; 5) efficacy of cooperative learning strategies in ECSE training; 6) outcomes of training, as reflected in trainee roles; 7) perceived value of Institute training, including specific components; 8) translation of competency clusters into knowledge/skill objectives.

PHASE 3: ECSE Preservice Preparation Application

The **PROJECT PREPARE** team conducted two successive, annual, Statewide Institutions of Higher Education (IHE) Conferences on ECSE personnel preparation, employing a nominal group process approach to evaluate ECSE competencies, identify needs for ECSE preparation, identify barriers to implementing preparation programs, and engage in group problem-solving. Participants recommended certain modifications in language with respect to the ECSE competencies, as well as providing greater emphasis to certain issues and adding attitude and value objectives to the knowledge and skill competencies.

From this discussion, together with plenary messages from leaders in Early Childhood Education and Early Childhood Special Education, a **MONOGRAPH ON ECSE PERSONNEL PREPARATION** was developed to: 1) serve as a guide for IHE faculty to use in developing their

ECSE personnel preparation programs, and 2) serve as a learned society document with respect to quality criteria for approval of these programs.

Conferees identified **collaboration** as having highest prior in their work in preparing ECSE personnel: across disciplines, among IHE's, between IHE and the field, and between IHE's and the State. From these recommendations, the Ohio Higher Education Consortium on ECSE Personnel Preparation was formed.

PHASE 4: ECSE In-Service Application: PROJECT PREPARE

Based on ECSE Personnel Preparation Model and needs assessment data, statewide in-service training needs were identified, for teachers and other direct service staff, administrators, and general audiences and discussed with the Project Steering Committee. A plan to develop Competency-Based Training Modules was generated, and a training philosophy and general approach developed. A prototype module and module specifications were shared with potentially interested teams from around the State. Plans were then formalized to develop the nine modules comprising **PROJECT PREPARE.**

Each Module Development Team designed, presented, and field-tested its module along with field-test workshops conducted by other professionals from around the state. The field-test demonstrations were evaluated by participants, leaders, and observers. Participants in the 27 "field test" in-service sessions, and leaders alike, felt very positive about the materials and activities. A total of 487 participant surveys were analyzed and showed that almost all (98%) felt that activities related to the in-service topics, believed that activities were appropriate for the audience (93%), and found the interest level to be acceptable or terrific (96%). Also, 95% of those attending said that they would recommend the training to a friend.
A total of 21 session leader surveys were completed, which showed that those using the materials found them to be well organized (84%), easy to use (95%), and to have clear (100%) and complete (89%) leader's notes.

All leaders (100%) noted that they would recommend the modules to other professionals who conduct in-service training.

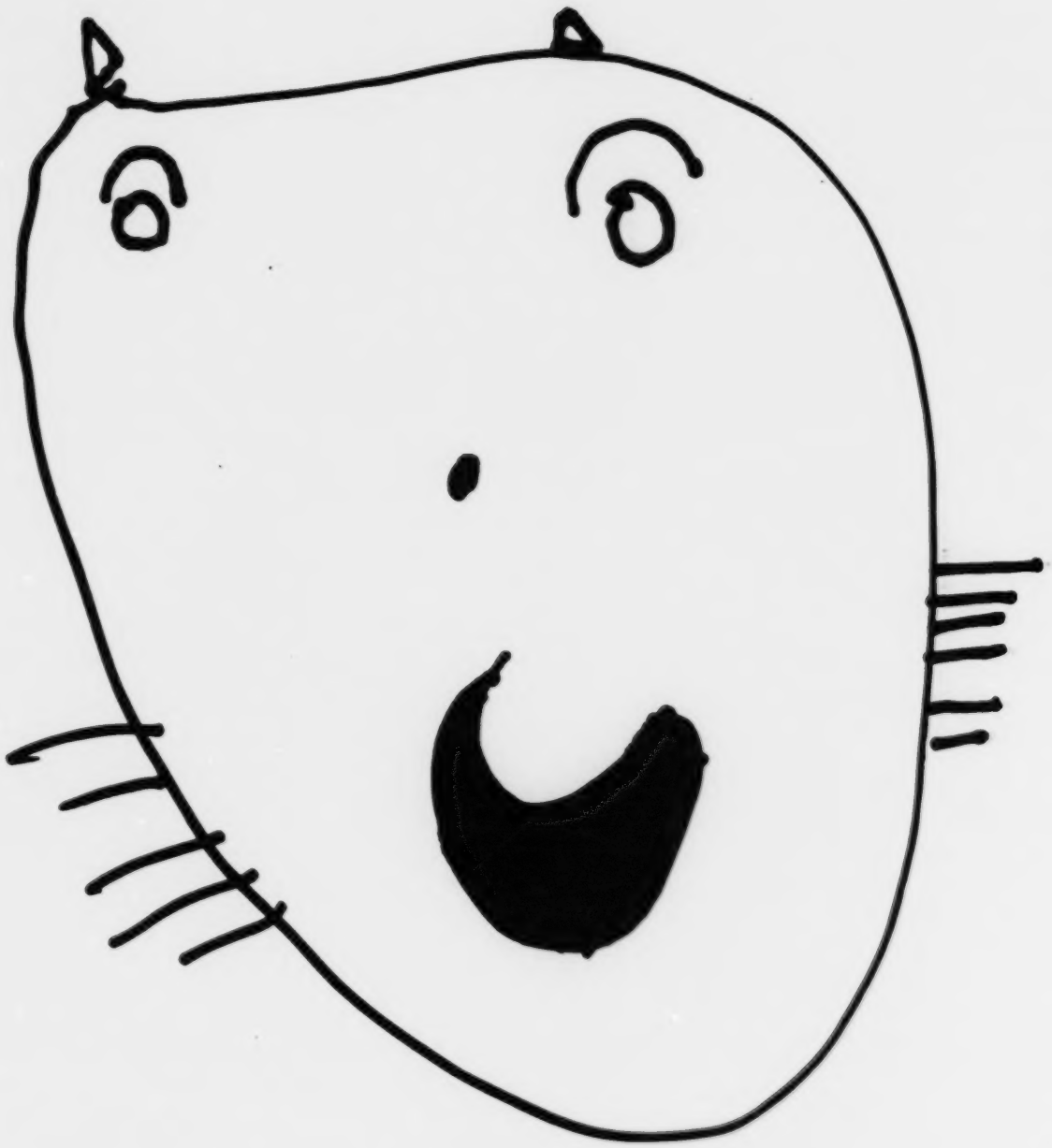
One area that was identified for needed revision was "sensitivity to multicultural issues." Only 2/3 of those completing surveys found this to be a positive feature of the materials. As a result, this aspect of the module was strengthened during the revision of the series, along with several other features that added to ease of use and completeness of the modules.

Modules were then reviewed by a Reactor Panel during their development and subsequently edited by **PROJECT PREPARE** staff and other individuals with appropriate technical expertise. Following revision, the modules were again reviewed by a Consistency/Finalization Task Force, again revised, and then edited prior to publication.

PHASE 5: Performance-Based Model

Currently, a performance-based approach to in-service training is being designed as an addition to the **PROJECT PREPARE** model. This approach provides a process for supervisors and teachers to work together as a team in identifying desired teacher and student performance(s). Matching **PROJECT PREPARE** in-service training can then be provided to facilitate the acquistion of desired performances. Recommendations are also provided for performance measurement to ensure that the desired change is accomplished or to identify needs for additional training support.

Myself



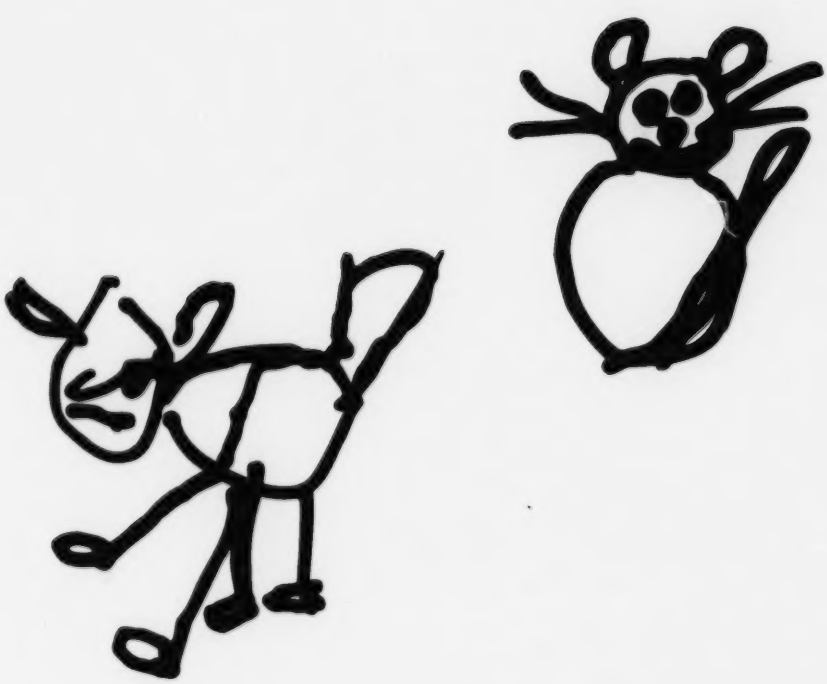
My favorite animal

APPENDIX

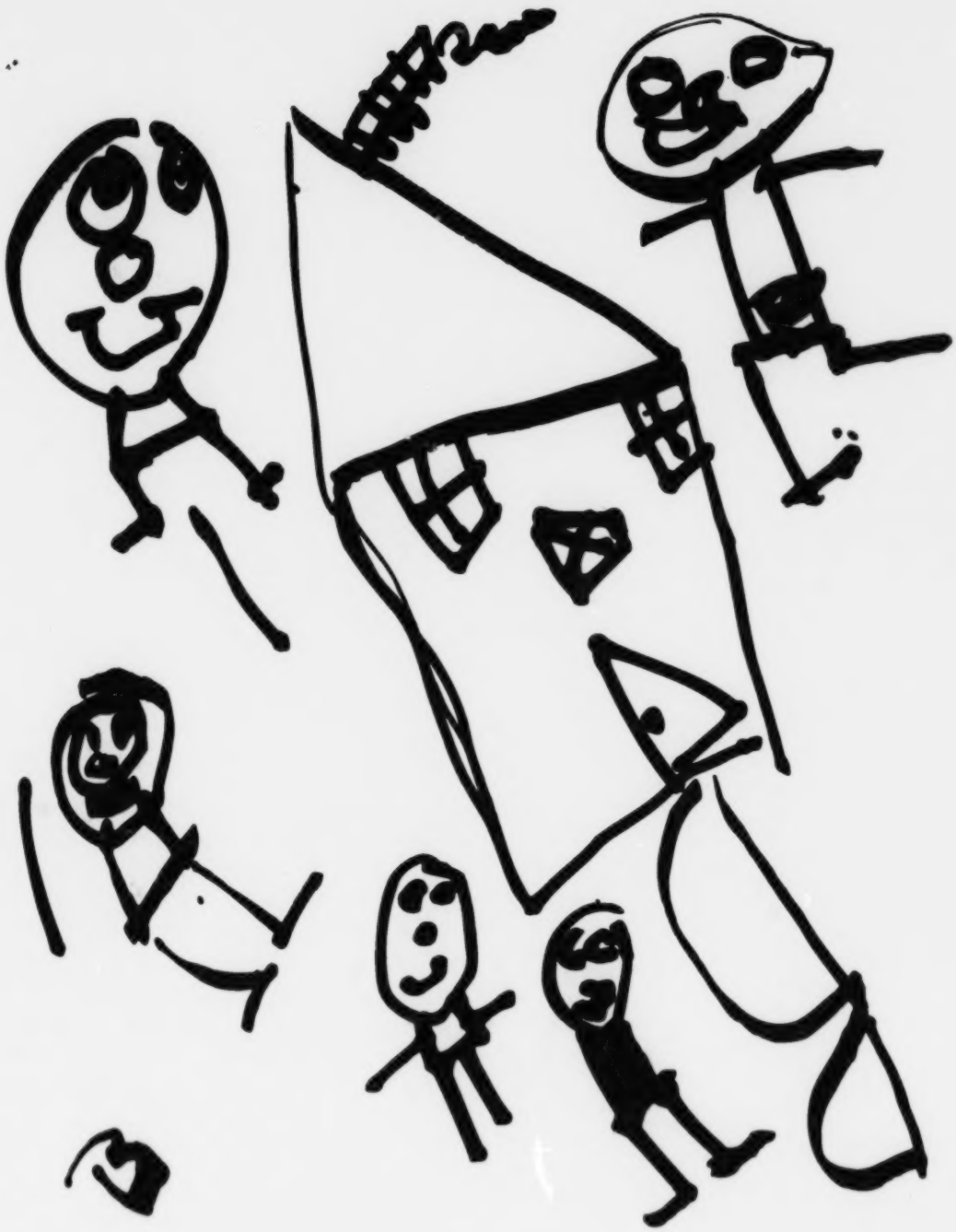
Ohio Early Childhood Special Education
Higher Education Consortium

PROJECT PREPARE Teams

Special Education Regional Resource Centers



My animal friends



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PROJECT PREPARE TEAMS

PROJECT PREPARE Teams are comprised of: 1) PROJECT PREPARE Module developers; 2) New team members that are PROJECT PREPARE trained, have an Ohio SERRC affiliation and are presently providing PROJECT PREPARE in-service training throughout the state of Ohio.

PROJECT PREPARE teams may be contacted to provide PROJECT PREPARE in-service or for PROJECT PREPARE consultation.

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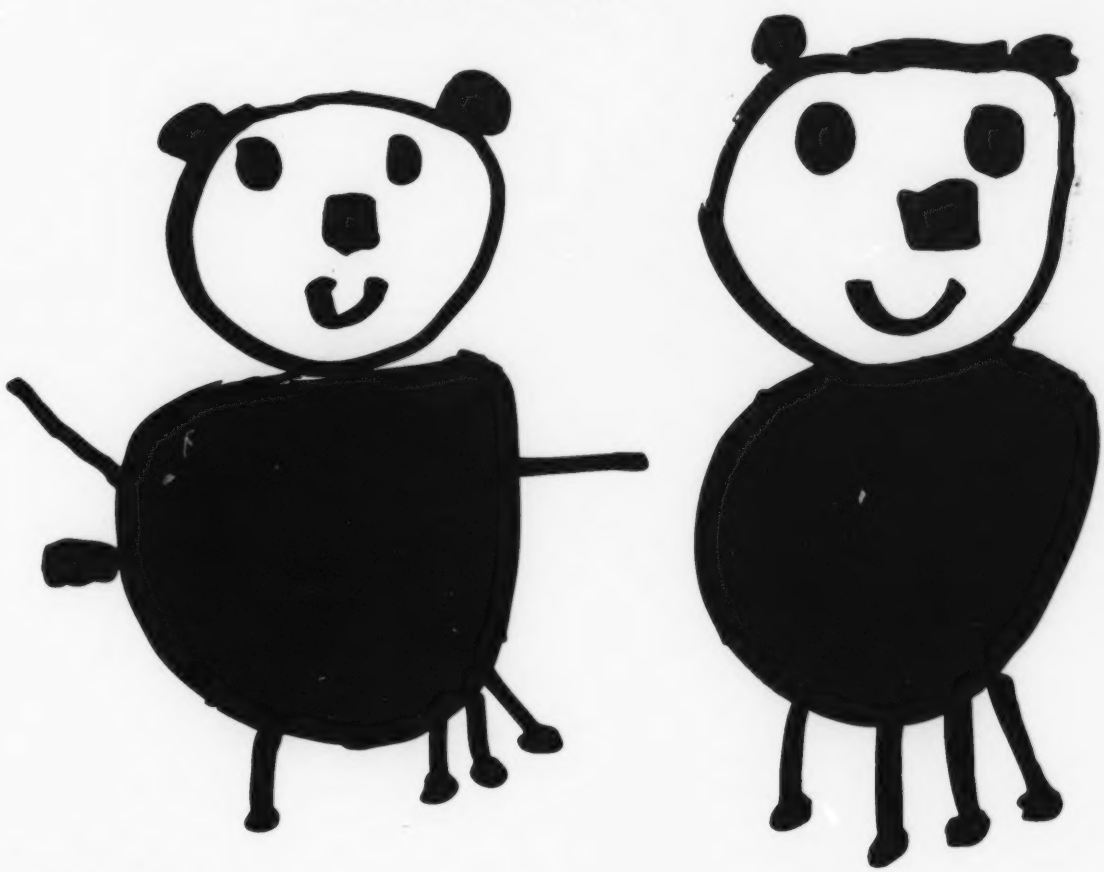

My animal friends

SPECIAL EDUCATION REGIONAL RESOURCE CENTERS

Ohio has 16 special education regional resource centers (SERRCs) and one statewide center that provide technical assistance to school personnel in the development and implementation of early childhood screening and assessment activities.

Central Ohio
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Columbus, OH 43214
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ECS Rhonda Dickson

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IRC Sally Pisarchick
ECS Willa Walker

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New Philadelphia, OH 44663
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IRC James Martinek
ECS Deborah Schumacher

East Shore
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Kirtland, OH 44094
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IRC Michael Cosmo
ECS Karen Wolf

Hopewell
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Hillsboro, OH 45133
(513) 393-1904

IRC Doug Rudolph
ECS Lisa Barnhouse

Lincoln Way
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IRC Carole Biddle
ECS Diane Wells

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IRC Robert Rahamin
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ECS JoAnn Ireland

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ECS Susan Miller

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ECS Linda Weber

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IRC James Chapple
ECS Jan Schueler

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Project Director Julia Todd

SERRC/SPECIAL EDUCATION REGIONAL RESOURCE CENTERS

1	Northwest Ohio	5	North East Ohio	9	Lincoln Way	13	Southwestern Ohio
2	Northern Ohio	6	West Central Ohio	10	Miami Valley	14	Hopewell
3	Cuyahoga	7	North Central Ohio	11	Central Ohio	15	Pilasco-Ross
4	East Shore	8	Mid-Eastern Ohio	12	East Central	16	Southeastern Ohio

*OHIO RESOURCE CENTER FOR LOW INCIDENCE AND SEVERELY HANDICAPPED

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